



V-VICTA®

VirTra - Virtual Interactive Coursework Training Academy®

WEAPON TRANSITIONS CONCEPTS & SKILLS

Training Manual

VirTra

DISCLAIMER

The attached documents, related digital media simulation and related course work material are provided to clients to assist in the training of their employees. Due to the variation in policies from agency to agency and regional differences in applicable laws, clients must ensure the appropriateness of the material for their personnel. VirTra assumes no liability in the use of the associated material that is produced to assist agencies in the training of their personnel.

The Customer shall implement and enforce the safety notices shown below for all users of the VirTra system and accessories.

- Do not attempt to open or service VirTra recoil kits while under pressure. VirTra recoil kits contain high-pressure which can cause severe injury or death. If a problem occurs with a VirTra recoil kit, contact VirTra immediately.
- Absolutely no live weapons or ammunition shall be allowed within the vicinity of the training simulator. Violation of live firearms mixing with non-live firearms could result in injury or death.
- Never activate a laser emitting device towards your eyes or another person's eyes. This equipment contains products that emit invisible laser energy that could, if misused, damage the user's eyes. Users must never point a training firearm (or any other laser emitting device) at their own eye or another's eye.
- Some VirTra products contain raised or elevated stages. Users shall be warned that falling off the stage could cause injury to person or property.
- Some VirTra products contain V-Threat-Fire® devices. V-Threat-Fire devices provide an electric impulse of up to 2.5 seconds in duration at the point of contact (do not connect or place V-Threat-Fire devices over the user's heart). Only VirTra trained instructors are authorized to activate or use V-Threat-Fire devices, and the use of V-Threat-Fire devices for punishment or to cause repeated pain to a user is strictly prohibited.

TRADEMARKS

VirTra, the VirTra logo are either registered trademarks or trademarks of VirTra in the United States and/or other countries. Product names used in this manual are ascribed to their respective owners and acknowledged.

AUTHOR

Paul L. Taylor, Ph.D; Force Science Institute - Senior Instructor, Course Coordinator
Lon Bartel; VirTra - Principle Researcher

TRAINING COURSE CERTIFICATION

This "Weapon Transitions Concepts & Skills" training course has been certified by the IADLEST™ National Certification Program on 4/14/2024.

Certification Number: 24793-2404



WEAPON TRANSITIONS CONCEPTS & SKILLS

TOPIC

Weapon Transitions Concepts & Skills

ESTIMATED TIME

5 Hours Total

Initial Training: 3 Hours

- Introduction (5 minutes)
- Simulator Pre-test (15 minutes)
- Lecture (30 minutes)
- Break (10 minutes)
- Skills stations (45 minutes)
- Group Discussion - Skills Station Debrief (10 minutes)
- Break (5 minutes)
- Time Pressured Scenario Stations (30 minutes)
- Group Discussion - Scenario Station Debrief (10 minutes)
- Simulator Post-test (15 minutes)
- Closing Remarks (5 minutes)

Interleaved Maintenance Training: 2 Hours (spread over two months after initial training)

- 2 Weeks After Initial Training: Verbal De-Escalation and Transitioning - Simulator Scenario with Debriefing (30 minutes)
- 4 Weeks After Initial Training: Contact and Cover with Transitioning to Cuffing (no/failed TASER deployment) - Scenario with Debriefing (30 minutes)
- 6 Weeks After Initial Training: Excited Delirium (no verbal contact) and Transitioning - Simulator Scenario with Debriefing (30 minutes)
- 8 Weeks After Initial Training: Contact and Cover with Transitioning to Cuffing (successful TASER deployment) - Scenario with Debriefing (30 minutes)

PERFORMANCE OBJECTIVES

At the end of the initial three hours of instruction, officers will understand and will be able to articulate the time constraints and tactical considerations associated with transitioning between lethal and less-lethal options during dynamic encounters. Officers will improve the speed and quality of their ability to transition between lethal and less-lethal options as measured by a pre- and post-course skills test. Officers will be able to articulate and demonstrate when it is appropriate to transition between lethal and less-lethal force options along with the tactical considerations of moving in both directions (i.e. lethal to less-lethal and less-lethal to lethal).

During the interleaved maintenance sessions, officers will demonstrate their ability to integrate the concepts they learned during the initial training with other skill sets under a variety of circumstances.

Students will have time to ask questions after each section, including at the end of the course. Upon completion of this course and passing the required test, students will receive a certification.

CLASS SIZE

Designed for pairs of officers with a maximum class size of 8 (4 pairs). Course can be modified for class sizes larger or smaller than 8 officers, but the time frames will change with modifications.

Participating officers should come to training in full duty uniform and duty belt with department issued TASER® (no live cartridges) and **NO** other live weapons.

SCENARIO BANK TO BE USED

1. "Disturbed Individual"
2. "Last Heartbeat-Comply"
3. "Male Weapon Transitions"
4. "Female Weapon Transitions"

I. INSTRUCTOR INTRODUCTION

II. SIMULATOR PRE-TEST

A. PRE-TEST

B. PRE-TEST DEBRIEF

III. LECTURE

A. VIDEO

B. TASER TRANSITION INTRODUCTION

C. TACTICAL CONSIDERATIONS FOR TASER DEPLOYMENTS

D. CHOICE SELECTION & REACTION TIMES

IV. SKILLS STATIONS

A. TRANSITION KATA WITH VERBAL COMMUNICATION

B. TRANSITION COMPETITION

C. TRANSITION WITH LATERAL MOVEMENT

D. TRANSITION WITH TACTICAL RETREAT

V. TIME PRESSURED SCENARIOS

A. CORNER DRILL

B. THREE POPPER COMPETITION

VI. SIMULATOR POST-TEST

A. POST-TEST DEBRIEF



VII. INTERLEAVED MAINTENANCE TRAINING

- A. VERBAL DE-ESCALATION AND TRANSITIONING
- B. CONTACT AND COVER WITH TRANSITION TO CUFFING
- C. EXCITED DELIRIUM (NO VERBAL CONTACT) AND TRANSITIONING
- D. CONTACT AND COVER WITH TRANSITIONING TO CUFFING (SUCCESSFUL TASER DEPLOYMENT)

VIII. CONCLUSION

IX. REFERENCES



TABLE OF CONTENTS

I.	INSTRUCTOR INTRODUCTION	8
II.	SIMULATOR PRE-TEST	8
	A. PRE-TEST	8
	B. PRE-TEST DEBRIEF	8
III.	LECTURE	8
	A. VIDEO	8
	B. WEAPON TRANSITION INTRODUCTION	8
	C. TACTICAL CONSIDERATIONS FOR TASER DEPLOYMENTS	9
	D. IMPROVING CHOICE SELECTION AND REACTION TIMES	10
IV.	SKILLS STATIONS	10
	A. TRANSITION KATA WITH VERBAL COMMUNICATION	10
	B. TRANSITION COMPETITION	10
	C. TRANSITION WITH LATERAL MOVEMENT	11
	D. TRANSITION WITH TACTICAL RETREAT	11
	E. SKILLS STATIONS DEBRIEF	11
V.	TIME PRESSURED SCENARIOS	11
	A. CORNER DRILL	12
	B. THREE POPPER COMPETITION	12
	C. TIME PRESSURED SCENARIOS DEBRIEF	12
VI.	SIMULATOR POST-TEST	13
	A. POST-TEST DEBRIEF	13
VII.	INTERLEAVED MAINTENANCE TRAINING	13
	A. VERBAL DE-ESCALATION & TRANSITIONING	13
	B. CONTACT AND COVER WITH TRANSITION TO CUFFING	13
	C. EXCITED DELIRIUM (NO VERBAL CONTACT) AND TRANSITIONING	14
	D. CONTACT & COVER WITH TRANSITION TO CUFFING	14
VIII.	CONCLUSION	15
IX.	REFERENCES	16
X.	PRE-TEST	17
XI.	POST-TEST	18

XII.	SCORING RUBRIC	20
XIII.	STUDENT ATTENDANCE ROSTER	21
XIV.	CLASS SURVEY	22
XV.	CONTACT VIRTRA	23

I. INSTRUCTOR INTRODUCTION

The instructors will introduce themselves to the class. This introduction should be no longer than 5 minutes long and should be used to establish why they are qualified to teach the course and how long they have been with the organization. This is not a moment to brag, but to build confidence and trust from the attending students.

II. SIMULATOR PRE-TEST

A. PRE-TEST

Simulator Scenario: Weapon Transition (Knife to No Knife - white male)

Information provided to officers: Officers should be told that they are responding to a disturbance call and that the person who generated the call said (s)he was going to beat up the first law enforcement officer (s) he sees.

Officers should be told that the only force options they have to resolve the situation are their firearm or their TASER® and that they should only use force when it is justifiable to do so.

B. PRE-TEST DEBRIEF

The instructor should ask the class how it felt to quickly transition between lethal and less-lethal force options. This should be brief, but allow the officers to guide the discussion.

1. Were they comfortable transitioning between force options?
2. What did they do (or see someone else do) right?
3. What did they struggle with?
4. What possible outcomes might have come out of their scenarios?

III. LECTURE

A. VIDEO

<https://www.youtube.com/watch?v=hXROuzEsSyM&feature=youtu.be>

Instructor Directions: Start playing the video at the point where the vehicle pursuit ends. Stop the video when the red vehicle backs into the patrol car behind it and point out the officer standing at the rear passenger quarter panel of the red vehicle. Ask the class to watch and count the number of times he transitions between his firearm and TASER. Ask the class about the issues and implications of these transitions.

B. WEAPON TRANSITION INTRODUCTION

1. Potential use of force encounters are dynamic and unpredictable events.
2. Officers may be required to move up and down the continuum of their available force options several times over the course of a single encounter. (Show images of department's force continuum model or a generic one if available.
 - a. In a study on police use of force, David Klinger wrote, "when officers used force of a given level of severity in an encounter, they almost invariably also used less severe types of force" (Klinger, 1995).

- b. In 2015, 84 unarmed people were shot and killed by law enforcement in the United States. In 23 (27%) of those cases, officers deployed a TASER before resorting to deadly force (Selby, Singleton, & Flosi, 2016).
- 3. The very concept of 'de-escalation' revolves around the movement of a situation down the scale of potential force options (Engel, McManus, & Herold, 2019).
- 4. How prepared are officers to move between force options during a dynamic encounter?
 - a. Findings from a recent experimental study on officers transitioning between TASER and firearm (Taylor, Sipes, & Bartel, 2019).
 - i. Average time to transition from firearm to TASER = 4.70 seconds
 - ii. Average time to transition from TASER to firearm = 2.49 seconds
 - iii. 40% of the officers that were assigned the knife to no knife scenario you completed earlier made a major error (e.g. shooting an unarmed subject; failed to secure firearm; had both firearm and TASER drawn simultaneously; failed to disengage TASER safety despite attempted deployment).
 - iv. 70% of the officers in the study (140) had never participated in transition training.
 - v. It was clear officers were not skilled or comfortable transitioning between force options.
 - b. To give some context to the transition times found in this study, the average person can sprint 31 feet - starting from a standstill - in just over 2 seconds (Dysterheft, Lewinski, Seefeldt, & Pettitt, 2013).
 - c. What are the implications of this for TASER training and tactics?
 - d. How prepared did you feel for the scenario you took part in at the beginning of the class?

C. TACTICAL CONSIDERATIONS FOR TASER DEPLOYMENTS

- 1. Proximity and positioning
 - a. Effective range for TASER deployment
 - i. Refer to current TASER User Course for the platform your agency employs. (You should give officers specific ranges.)
 - ii. Tactical question: Would you get that close to the subject you are dealing with if you knew the TASER would be ineffective?
 - iii. Contact and lethal cover options
 - iv. Video: <https://youtu.be/WMxuKeQKhvM>
Instructions: Stop video once officers have set themselves up with both TASERs drawn.
 Class questions:
 - i. What will these officers do if TASER fails?
 - ii. How could positioning and proximity play into the final outcome in this encounter?
 - iii. What role should lethal force and cover play in this scenario?
- 2. Effectiveness
 - a. Independent research has demonstrated that TASER deployments in the field are only effective 60-70% of the time (Mesloh, Henych, & Wolf, 2008; Stroschine & Brandl, 2019; White & Ready, 2010).
 - b. Video: <https://youtu.be/W30sCkf9J2s>
 - c. Class questions:
 - i. Understanding that there is a 40% chance your TASER will fail, how should this impact tactics and decision-making?
 - ii. How can over-estimation of effectiveness effect outcomes in potential TASER deployment situations?
 - For officers?
 - For suspects?
- 3. Action vs. Reaction
 - a. Video: <https://youtu.be/7Qq3dXfzvdw>
Instructions: Tell the students that this officer is responding to a robbery in progress call. Stop the video when the officer has his TASER drawn and you can clearly see the suspect with his hand in his pocket and ask the below questions. After working through the questions, play the rest of the video.

WEAPON TRANSITIONS CONCEPTS & SKILLS

- b. Class questions:
 - i. How quickly could the suspect present and shoot a firearm in the officer's direction from this position?
Answer: 26/100s of a second (Lewinski, 2000).
 - ii. How quickly could an officer transition to lethal force from TASER?
Answer: 2.49 seconds (Taylor, Sipes, & Bartel 2019).
 - iii. How many rounds could a suspect fire in the time it takes an officer to transition to lethal force?
Answer: 11 rounds (Lewinski, Hudson, & Dysterheft, 2014). (Assuming 30/100s of a second to recognize change and 2.49 seconds for officer to transition).

D. IMPROVING CHOICE SELECTION AND REACTION TIMES

“As choice-reaction tasks are practiced, reaction times become progressively shorter, with group means typically following a power of law. In fact, of the many variables that affect choice-reaction time, the one with the greatest effect is the amount of practice on the task, and... the process most affected by practice is response selection” (Johnson & Proctor, 2017).

IV. SKILLS STATIONS

In pairs of two, officers will transfer between each of the four different skills stations. Each pair of officers will rotate every ten minutes until each pair has experienced each of the four stations.

A. TRANSITION KATA WITH VERBAL COMMUNICATION

1. Officers will stand facing each other approximately 10 feet apart.
2. Officers will be equipped with a Blue gun drawn and their department-issued TASER without cartridges
3. One officer will start with their Blue gun drawn and pointed at their partner. The other officer will start with their TASER drawn and pointed at their partner.
4. The officers should start having a normal conversation.
5. While carrying on a normal conversation, the officers should transition back and forth between TASER and firearm.
6. Transitions should move from a point where the officer is pointing their Blue gun at their partner to a point where they are pointing their TASER at their partner with the safety off.
7. Officers should only transition as fast as they can while maintaining a conversation.

Note: This is not a dynamic drill. Slow is smooth and smooth is fast! Officers should use this drill to familiarize themselves with where their equipment is and how to access it while their focus of attention is occupied with something else.

B. TRANSITION COMPETITION

1. A turning target scenario will be used in the VirTra simulator.
2. Each of the two officers will be equipped with a simulator firearm and simulator cartridges for their department-issued taser.
3. Both officers will stand in the simulator facing their own turning targets.
4. The targets should start bladed to the officers
5. The officers should start with their firearms drawn and pointed at the targets.
6. Officers should be instructed that when the targets start to turn, they should transition to their TASER as fast as they can and fire one round into the target. Officers should be told that it is a competition and that they should move as fast as they can.

7. After completing the transition, the instructor should read off the officers' times and declare the winner.
8. The targets should reset and the exercise repeated, only in reverse. When the target turns, the officers starting with their TASERS drawn should transition to their firearm and fire one round as fast as they can.
Note: Officers will likely and probably drop their TASERS when transitioning to their firearms as fast as they can.
9. Officers should continue to switch back and forth until the 10 minutes expire.

C. TRANSITION WITH LATERAL MOVEMENT

1. Officers will stand facing each other approximately 25 feet apart.
2. Officers will be equipped with a Blue gun and their department-issued TASER without cartridges.
3. One officer will start with their Blue gun drawn and pointed at the other officer. The other officer will start with nothing in their hands.
4. The officer with nothing in their hands will initiate the drill by raising their open hands as if the strangle the other officer and walking toward the officer with the gun.
5. The officer with the Blue gun should immediately start moving laterally while transitioning to TASER. The drill ends when the officer successfully transitions and activates their TASER.
6. Officers should switch roles and repeat the exercise.

D. TRANSITION WITH TACTICAL RETREAT

1. Officers will stand facing each other approximately 25 feet apart.
2. Officers will be equipped with a Blue gun and their department-issued TASER without cartridges.
3. One officer will start with their TASER drawn and pointed at the other officer. The other officer will start with a training knife in their hands.
4. The officer with the training knife will initiate the drill by raising the knife and walking toward the officer with the TASER.
5. The officer with the TASER should immediately start moving to place an object (e.g. table or patrol car) between them and the person with a knife while transitioning to their firearm.
6. Officers should switch roles and repeat the exercise. The officers' orientation to the cover object should change each time the officer roles switch.

E. SKILLS STATIONS DEBRIEF

The instructor should facilitate a class discussion about the skill stations. This should be brief, but allow the officers to guide the discussion.

1. What lessons were learned?
2. Which stations were they most comfortable with? Why?
3. Which stations made them feel uncomfortable? Why?
4. Which skills improved?
5. Which skills still need work?
6. Did anything surprise the class? If so, what?
7. What are the implications of these exercises for tactics in the real world?

V. TIME PRESSURED SCENARIOS

In groups of 4, officers will move between two different scenario stations. The groups will rotate after 15 minutes.

A. CORNER DRILL

Includes two pairs.

1. Each pair of officers participating on the scenario should start standing approximately 25 feet from each other with their backs turned to each other.
2. Both officers in each pair will be equipped with a Blye gun and department-issued TASER without cartridges.
3. One of the officers in each pair will be designated a suspect and the other will be designated an officer.
4. The designated officer in each pair will select to begin with either their TASER or firearm drawn and in a ready position.
5. The designated suspect in each pair will select to begin with a training knife in their hand or with the training knife placed at their feet.
6. Once all four officers are in position and have made their selections, the instructor will say 'go' or blow a whistle. All four officers will immediately turn. The designated suspects should immediately start walking toward the designated officers with either their hands open and empty or knife raised. The designated officers should turn and respond appropriately given the threat they are presented with.
7. The roles should be switched and the scenario repeated as many times as possible within 15 minutes.

B. THREE POPPER COMPETITION

Includes two pairs.

1. Use the VirTra simulator scenario with three steel popper targets (or something similar).
2. Officers can go one at a time or all at once depending on VirTra system and instructor preference.
3. Officers will start with a simulator firearm and shoot one of the popper targets; they should then appropriately transition to their TASER (i.e. holster firearm before drawing TASER) and shoot a second popper target. They should then transition as fast as they can (i.e. drop the TASER) back to their firearm and shoot the last popper target. Officers should be told that the drill is a competition and the instructor should announce times and a winner for each evolution (i.e. after all four officers have shot).
4. The drill should be repeated as many times as possible in 15 minutes.

C. TIME PRESSURED SCENARIOS DEBRIEF

The instructor should facilitate a class discussion about the time pressured scenario stations. This should be brief, but allow the officers to guide the discussion.

1. What lessons were learned?
2. Which stations were they most comfortable with? Why?
3. Which stations made them feel uncomfortable? Why?
4. Which skills improved?
5. Which skills still need work?
6. Did anything surprise the class? If so, what?
7. What are the implications of these exercises for tactics in the real world?

VI. SIMULATOR POST-TEST

Simulator Scenario: Weapon Transition (Knife to No Knife-Alternate sex and race of subject)

Information Provided to Officers: Officers should be told that they are responding to a disturbance call and that the person who generated the call said (s)he was going to beat up the first law enforcement officer (s)he sees. Officers should be told that the only force options they have to resolve the situation are their firearm or their TASER and that they should only use force when it is justifiable to do so.

Scenario Administration: Officers should go through the simulator scenario one at a time. Once an officer has completed the simulator scenario, they should be allowed to watch everyone else complete the scenario.

A. POST-TEST DEBRIEF

The instructor should ask the class how the scenario felt in comparison to the very first time they experienced it. This should be brief, but allow the officers to guide the discussion. What were the lessons learned? What areas do officers still need to work on? How will officers change the TASER deployment tactics on the street?

VII. INTERLEAVED MAINTENANCE TRAINING

A. VERBAL DE-ESCALATION & TRANSITIONING

Two weeks after initial training

Simulator scenario: "Disturbed Individual" - A verbal de-escalation scenario in which it would be appropriate for an officer to transition from firearm to TASER after verbally de-escalating the situation.

Scenario administration: Officers should go through the simulator scenario one at a time. Once an officer has completed the simulator scenario, they should be allowed to watch everyone else complete the scenario.

Group debrief: The instructor should facilitate a group discussion about verbal de-escalation skills and need for transitions between potential force options as a situation escalates and de-escalates. Instructors should be sure to reinforce points from the initial transition training and note behavior that was consistent or inconsistent with the training. Any other topics brought out by the officers performance or debrief should be discussed.

B. CONTACT AND COVER WITH TRANSITION TO CUFFING

Four weeks after initial training

Equipment: Officers should be divided into groups of two. The following equipment will be needed:

1. The two officers (equipped with Blue guns and department-issued TASERs without cartridges)
2. A role player armed with a training knife
3. An otherwise empty room with a table in the middle

Scenario: Officers should be told that they are being dispatched to a suicidal party with a knife. When officers enter the room, they will be confronted with an individual armed with a knife and pointing it at his/her own chest. Officers will be able to use the table as a barrier. The suicidal subject will be compliant with officer commands and, after a minute or so, will drop the knife. The subject will then begin walking towards officers with his hands empty and out toward them saying, "shoot me. Shoot me. I want to die." The subject will continue toward the officers, following them around the table if necessary until one or both of them transition to less lethal or the subject comes within arm's length of one of the officers. At either point, the subject will become compliant with officer commands. The scenario should be carried through cuffing and search.

Scenario Administration: Officers should go through the scenario two at a time. Once the officers have completed the scenario, they should be allowed to watch as others complete them.

Group debrief: The instructor should facilitate a group discussion about contact and cover, use of barriers, lethal and less-lethal designation/communication and transitioning between potential force options as a situation escalates or de-escalates.. Instructors should be sure to reinforce points from the initial transition training and note behavior that was consistent or inconsistent with the training. Any other topics brought out by the officers performance or debrief should be discussed.

C. EXCITED DELIRIUM (NO VERBAL CONTACT) AND TRANSITIONING

Six weeks after initial training

Simulator Scenario: "Last Heartbeat-Comply" - An excited delirium scenario in which a subject displaying symptoms of excited delirium never responds to officers' attempts to make verbal contact and is acting aggressively toward the officers. Preferably, the subject will start with hands in pocket or a blunt instrument in his or her hand and progresses to empty hands on his/her own accord. The scenario should elicit a transition or, at the very least, lethal/less lethal assignments.

Scenario Administration: Officers should go through the scenario two at a time (contact and cover). Once an officer has completed the simulator scenario, they should be allowed to watch everyone else complete the scenario.

Group Debrief: The instructor should facilitate a group discussion about the symptomology of excited delirium, the resources an officer should request and have on hand when excited delirium is suspected, appropriate positioning and tactics for contact and cover officers, and considerations in transitioning between force options as a situation escalates or de-escalates. Instructors should be sure to reinforce points from the initial transition training and note behavior that was consistent or inconsistent with the training. Any other topics brought out by the officers' performance or debrief should be discussed.

D. CONTACT & COVER WITH TRANSITION TO CUFFING

Eight weeks after initial training.

Equipment: Officers should be divided into groups of two. The following equipment will be needed:

1. The two officers (equipped with Blue guns and department-issued TASERS without cartridges).
2. A role player armed with a training knife.

Scenario: Officers should be told they are being dispatched to a man threatening his neighbor with a knife. When officers enter the scenario space, they will be confronted with an individual armed with a knife. The man with the knife will maintain distance, but will act agitated and angry. After a minute or so, the man will drop the knife and say, "I don't need the knife. I'm going to kick your ass!" With fists balled up, the man will start walking toward the officers as if to fight them. The subject will continue towards the officers, following them around the table if necessary, until one or both of them transition to and deploy a less-lethal option or the subject is shot. At either point, the subject will fall to the ground. The scenario should be carried through cuffing and search.

Scenario Administration: Officers should go through the scenario two at a time. Once the officers have completed the scenario, they should be allowed to watch as others complete them.

Group Debrief: The instructor should facilitate a group discussion about contact and cover, use of distance, lethal and less-lethal designation/communication, and transitioning between potential force options as a situation escalates or de-escalates. Instructors should be sure to reinforce points from the initial transition training and note behavior that was consistent or inconsistent with the training. Any other topics brought out by the officers' performance or debrief should be discussed.

VIII. CONCLUSION

The goal of this course was to provide the context for weapon transitions training. This 'simple task' has been the cornerstone of many high-profile officer-involved events that has had impact well beyond the initial contact. This has included officers being criminally charged and convicted for this error. This vital training was created to impact this skill, in an effort to mitigate the risk of weapon confusion.

IX. QUESTIONS?

X. REFERENCES

- Dysterheft, J. L., Lewinski, W. J., Seefeldt, D. A., & Pettitt, R. W. (2013). The influence of start position, initial step type, and usage of a focal point on sprinting performance. *International Journal of Exercise Science*, 6(4), 7.
- Engle, R. S., McManus, H. D., & Herold, T. D. (2019). The deafening demand for de-escalation training: A systematic review and call for evidence in police use of force reform. Cincinnati, OH: IACP/UC Center for Police Research and Policy.
- Johnson, A., & Proctor, R. W. (2016). *Skill acquisition and training: Achieving expertise in simple and complex tasks*. Routledge.
- Klinger, D. A. (1995). The micro-structure of nonlethal force: Baseline data from an observational study. *Criminal Justice Review*, 20(2), pp. 169 – 186.
- Lewinski, B. (2000). Why is the suspect shot in the back. *The Police Marksman*, 25(6), 20-28.
- Lewinski, W. J., Hudson, W. B., & Dysterheft, J. L. (2014, October). Police officer reaction time to start and stop shooting: The influence of decision-making and pattern recognition. In *Law Enforcement Executive Forum* (Vol. 14, No. 2, pp. 1-16).
- Mesloh, C., Henych, M., & Wolf, R. (2008). Less lethal weapon effectiveness, use of force, and suspect & officer injuries: A five-year analysis. National Criminal Justice Reference Service.
- Selby, N., Singleton, B., & Flosi, E. (2016). In *Context: Understanding Police Killings of Unarmed Civilians*. St. Augustine, FL: Contextual Press.
- Stroshine, M. S., & Brandl, S. G. (2019). The use, effectiveness, and hazards associated with police use of force: the unique case of weaponless physical force. *Police Practice and Research*, 1-18.
- Taylor, P. L., Sipes, P., & Bartel, L. (2019). Lost in transition: The effects of transitioning between lethal and less-lethal force options on reaction time and decision-making. Working Paper.
- White, M. D., & Ready, J. (2010). The impact of the Taser on suspect resistance: Identifying predictors of effectiveness. *Crime & Delinquency*, 56(1), 70-102.

STUDENT NAME: _____ DATE: _____

1. How quickly can the average person draw a concealed firearm from a pocket and fire at an officer?
 - A. 1 second
 - B. 0.53 seconds
 - C. 0.26 seconds
 - D. 0.15 seconds

2. On average, how long will it take an officer to transition from a drawn firearm to a holstered TASER?
 - A. 1 second
 - B. 0.53 seconds
 - C. 4.70 seconds
 - D. 2.49 seconds

3. What percentage of officer involved shootings that result in the death of an unarmed subject involve the deployment of a TASER prior to the shooting?
 - A. 8%
 - B. 27%
 - C. 43%
 - D. 76%

4. When an officer uses force at a given level of severity, they almost invariably use less severe levels of force as well.
 - A. True
 - B. False

5. On average, how long will it take an officer to transition from a drawn TASER to a holstered firearm?
 - A. 1 second
 - B. 2.49 seconds
 - C. 4.70 seconds
 - D. 0.34 seconds

Test results must be kept in department records for 30 years.

PRE-TEST KEY
1. C 2. C 3. B 4. A 5. B

STUDENT NAME: _____

DATE: _____

1. What percentage of officers in the transition study described in the class had never participated in TASER / firearm transition training?
 - A. 10%
 - B. 30%
 - C. 50%
 - D. 70%

2. How quickly can the average person draw a concealed firearm from a pocket and fire at an officer?
 - A. 1 second
 - B. 0.53 seconds
 - C. 0.26 seconds
 - D. 0.15 seconds

3. Based on independent research, how often are TASER deployments effective in the field?
 - A. 20-30% of the time
 - B. 40-50% of the time
 - C. 60-70% of the time
 - D. 80-90% of the time

4. On average, how long will it take an officer to transition from a drawn firearm to a holstered TASER?
 - A. 1 second
 - B. 0.53 seconds
 - C. 4.70 seconds
 - D, 2.49 seconds

5. Which of the following is NOT one of the three tactical considerations for TASER deployment discussed during the lecture?
 - A. Proximity and positioning
 - B. Effectiveness
 - C. Action vs. reaction
 - D. Containment

6. What percentage of officer involved shootings that result in the death of an unarmed subject involve the deployment of a TASER prior to the shooting?
- A. 8%
 - B. 27%
 - C. 43%
 - D. 76%
7. When an officer uses force at a given level of severity, they almost invariably use less severe levels of force as well.
- A. True
 - B. False
8. What is the best way to improve the speed of choice-reaction tasks?
- A. Practice
 - B. Rest
 - C. Mental rehearsal
 - D. Fewer choices
9. On average, how long will it take an officer to transition from a drawn TASER to a holstered firearm?
- A. 1 second
 - B. 2.49 seconds
 - C. 4.70 seconds
 - D. 0.34 seconds
10. Most use of force encounters involve a single application of force at a particular level of severity.
- A. True
 - B. False

Test results must be kept in department records for 30 years.

TEST KEY
1. D 2. C 3. C 4. C 5. D
6. B 7. A 8. A 9. B 10. B

XIII. SCORING RUBRIC

PRACTICAL SKILLS TEST	DATE: _____
-----------------------	-------------

Proper Identification of Threat Level	Pass - 5 pts	Fail - Negative 20 pts				
Speed of Transition: Gun to Less Lethal	20% or more 1 pt	10% 2 pts	Study Average: 3 pts	-10% 4 pts	-20% 5 pts	-25% 6 pts
Speed of Transition: Less Lethal to Gun	20% or more 1 pt	10% 2 pts	Study Average: 3 pts	-10% 4 pts	-20% 5 pts	-25% 6 pts
Verbal Commands	None 0 pts	Confusing 1 pt	Clear 2 pts	Clear & Concise 3 pts		
All Safeties Used Correctly	Pass - 5 pts	Fail - 0 pts				
Moved or Used Cover/Barrier	Pass - 5 pts	Fail - 0 pts				
Accuracy	Pass - 5 pts	Fail - 0 pts				
Quality of Transition Efficiency	Failed to Transition 0 pts	Slow or Looked at Holster 1 pt	Average 2 pts	Fast 3 pts	Smooth and Fast 4 pts	

Test results must be kept in department records for 30 years.

STUDENT NAME: _____

TOTAL SCORE: _____

Passing = 25 points

XV. CLASS SURVEY

TOPIC: WEAPON TRANSITIONS CONCEPTS & SKILLS

INSTRUCTOR: _____

DATE: _____

COMMENTS

CLASS CONTENT	Excellent	Above Average	Good	Below Average	Poor
Class organization					
Class objectives were clearly stated					
Practical activities were relevant to objectives					
All materials/resources were provided					
Topic area was important to Law Enforcement					
CLASS INSTRUCTION					
Instructor was prepared					
Instructor was knowledgeable in the content area					
Manner of presentation of the material was clear					
Effective teaching strategies were used					
Instruction met class objectives					
STUDENT PARTICIPATION					
Level of effort you put into the course					
Your skill/knowledge of the topic at start of course					
Importance of the topic to your assignment					

XVI. CONTACT VIRTRA

If you have any questions/issues with any part of this manual, please see contact below:

VirTra Training Department



295 E. Corporate Pl
Chandler, AZ 85225 USA

Office: 480.968.1488
Email: training@virtra.com

VirTra

295 E. Corporate Pl
Chandler, AZ 85225 USA
